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ABSTRACT

Career guidance techniques in this package focus on the competency area of decisionmaking skills. The package is one of eight, each covering one of the following career guidance competencies that were identified and validated as needed by teachers to assist in the career development of their students: Valuing, decisionmaking, lifestyle, community resources, working relationships, occupational information, parental involvement, and tests. The teacher competency for this package involves the use of activities designed to enable learners to acquire and apply decisionmaking skills. The 7 sample activities presented are titled: "Informal Decision-Making," "Decision-Making Steps," "Risk Taking," "Information Gathering," "Using Community Information," "Data Input," and "Group Consensus." The following information is provided for each activity: Goals, materials required, physical setting, procedure, suggestions, grade level, group size, and time required. (TA)

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CG 0002 DM

INDIVIDUALIZED LEARNING SYSTEMS

for: Career/Vocational Education
Staff Development

CAREER GUIDANCE TECHNIQUES FOR CLASSROOM TEACHERS

DECISION MAKING SKILLS

Teacher Competency:
Enable learners to aquire and apply decision making skills.

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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DECISION MAKING SKILLS

CG 0002 DM

EIGHT BASIC CAREER GUIDANCE COMPETENCIES FOR TEACHERS

- Enable learners to identify and clarify personal abilities, interests, and values in relation to their career development.
- Enable learners to aquire and apply decision-making skills.
- Enable learners to discover the interactions among life roles, personal life-styles, and occupational choices.
- Identify and use school and community resources which will assist the learners in their career development.
- Enable learners to identify and understand the differences in working relationships associated with various occupations.
- Provide the learner with occupational information.
- Work with the learner to involve parents in the learner's career development.
- Demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.

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CAREER GUIDANCE TECHNIQUES
FOR
CLASSROOM TEACHERS

- VALUING
- DECISION-MAKING
- LIFE-STYLE
- COMMUNITY RESOURCES
- WORKING RELATIONSHIPS
- OCCUPATIONAL INFORMATION
- PARENTAL INVOLVEMENT
- TESTS

This package of career guidance techniques focuses on one of eight basic career guidance competencies that were identified and validated as needed by teachers as they assist in the career development of their students. A total of eight packages are available--one in each of the above eight competency areas.

The sample activities presented here and those which you will add will enable students to obtain a better understanding of themselves, gather information which will help them determine more clearly where they might go with their life and improve their career decision-making skills. In short, each competency provides additional dimensions to the students' every-changing, every-growing career development.

You, the teacher, are the key to this dynamic process. Through your expert help, knowledge and skill--through guidance in your classroom--students can:

- come to know themselves and their capabilities
- gain control and improve their confidence
- improve their career decision-making
- gain a perspective of things learned and done and things to learn and do
- determine the resources they need to achieve multiple goals

The additions you make to the system, blended with the basics provided in these competencies, will provide for needed student growth.

INTRODUCTION

TEACHER COMPETENCY: Enable Learners to Acquire and Apply Decision-Making Skills

We all make decisions, but not always wisely. Wise decision-making follows a process, a step-by-step procedure. The process may be learned simply by practice--doing it over and over again. Before you practice, you should understand several factors that greatly affect decision-making. The factors will cause two people to decide differently. They include clarity, information, alternatives, values, and desirability or what you would really like to happen.

Also, there is risk. Some people are more willing to risk or have a higher disposition toward risk-taking than others. So, if your decision is not clearly stated . . . or if you have too little information . . . or if you do not clearly understand the alternatives and the possible outcomes, your decision may be frustrating or difficult to make or you may make the wrong decision.

Also understand that your own values affect your decision more than anything else. They not only help clarify what you want but what you want most--or the relative desirability of the alternatives. You simply want to decide one way or not want to decide another, because of your sense of values. So the more you understand your system of values, the more you will understand why you make the decisions that you do.

All decisions (personal, social, educational and vocational) involve a sequence of steps that should be followed in the process of arriving at a reasonable solution.

Steps

1. Clearly state the decision to be made (know what you want).
2. Gather pertinent information (information about yourself and on all alternatives).
3. List all possible alternatives (actions you can take).
4. List possible outcomes of each alternative (the results of actions you might take).
5. Consider the probability of each outcome (chance of result occurring).
6. Consider the desirability of each outcome (values, what you want to happen).
7. List risks associated with each outcome (compromise between probability and desirability).
8. Rank each alternative.

Information or lack of information influences choices. The inaccuracy in decision-making may be caused by not gathering enough pertinent data. To often we gather data, pertinent or not, and lack the training to assign value on the gathered data. For communication to occur, information must be given and received and feedback must be returned.

Alternatives are the options we have when we are making a decision. Decisions can be made accurately only when a person is aware of all the possible alternatives.

Introduction to Decision-Making (Continued)

For a decision to take place, there must be at least two alternatives. There is a greater possibility for good decisions to occur when you have identified more than two alternatives.

Outcomes should be assigned to each alternative. In other words, for each action we take, what is the possible reaction? The one criteria to keep in mind when identifying outcomes is that we have little, if any, control over outcomes. We only have control over our decision.

The probability of an outcome occurring does affect the decision we make. We need to learn to use percentages when identifying the chance of an outcome occurring.

The following activities will assist students in (a) learning the steps of decision-making, (b) exploring risk-taking techniques, and (c) applying the decision-making process in group and individual situations including group concensus-seeking and independent techniques.

TABLE OF CONTENTS

DECISION-MAKING

Activity 1 — INFORMAL DECISION-MAKING.
Commonly used approaches to decision-making.

Activity 2 — DECISION-MAKING STEPS.
An introduction to a scientific approach to the decision-making process.

Activity 3 — RISK TAKING.
A demonstration of the importance of risks (probabilities) in the decision-making process.

Activity 4 — INFORMATION GATHERING.
An exercise to illustrate how additional bits of information may change preferences.

Activity 5 — USING COMMUNITY INFORMATION.
Collecting and analyzing community information in decision-making.

Activity 6 — DATA INPUT.
The effect of a variety of data on decision-making.

Activity 7 — GROUP CONSENSUS.
How individuals' decisions are influenced when group consensus is required.

DECISION-MAKING
Activity # 1
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: Informal Decision-Making

GRADE LEVEL: X JH, X HS, X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE _X_Any

GROUP SIZE: 30

TIME REQUIRED: 45 Minutes

GOALS: The student will become aware of various ways individuals arrive at decisions.

MATERIALS REQUIRED

Bread and Butterflies Series
"Decisions, Decisions"
Projector or Videotape

PHYSICAL SETTING

Any

PROCESS:

1. Introduce three forms of decision-making processes.
   a. Flip of a coin (chance).
   b. Alternatives, list and rank (objective listing).
   c. Decision already made, but go through the process and biases which cause the outcome to fit the decision (rationalization).
2. "Decisions, Decisions"
3. Five minutes to ask questions or clarification.
4. Thirty minutes to decide about Tommy's dilemma.
5. Share groups' decision.
6. Share how individuals would have solved Tommy's dilemma.
7. Discuss how each person imposes HIS value system onto Tommy's dilemma, which also says much about the individuals.

Note: If the film, "Decisions, Decisions" is not available, the teacher can simulate a decision problem situation.

DESCRIPTIVE ACTIVITY TITLE: Decision-making Steps: How Do I Make a Decision?

GRADE LEVEL: X JH, X HS, X PHS

ADAPTABLE TO:
___FA X Sci.
___LA ___SS
___M ___V
___PE X All

GROUP SIZE:

TIME REQUIRED: 1-1/2 hours (2 45-min. periods)

GOALS: Students will understand the components of a scientific approach to decision-making

MATERIALS REQUIRED

Attached model

PHYSICAL SETTING

Any

PROCESS:

1. Teacher outlines steps in decision-making model on the board and discusses each step.
2. Take students through steps of the model with an example of an everyday life decision that they might make. (Example: "I have $1.50 to spend this weekend. The Friday movie costs $1.50. Shall I go?")
3. Take students through steps of the model with an example of an educational decision. (Example: "What elective shall I take next quarter?")
4. Have each student select a personal decision to be made and arrive at a decision through completion of the worksheet.

Steps	Example
1. Clearly state the <u>decision</u> to be made (know what you want).	1. As a senior you have failed 2 courses, consequently will not graduate with class unless you give up part-time job and take 2 credits of evening work.
2. Gather pertinent <u>information</u>.	2. Need money from part-time job to make payments on car. Have capacity to do well in the courses. Course will be offered 1st quarter next year. Etc.
3. List all <u>alternatives</u>. (Label a, b, c . . .)	3. a. Repeat work next year. b. Take evening courses now. c. Drop out now. d. - - - - - - -
4. List possible <u>outcomes</u> of each alternative	4. a. (1) Will not graduate. (2) Will keep his car. (3) Will not be able to hold full-time job next year. b. (1) Will graduate. (2) May lose car. c. (1) Will not graduate (2) Lower probability of full-time job (3) May keep car.
5. Consider the <u>probability</u> of each outcome.	5. a. (1) Definite (2) Highly probable (3) Indefinite b. (1) Highly probable (2) Highly probable. c. (1) Definite (2) Possible (3) Probable
6. Consider the <u>desirability</u> of each outcome (Good-Fair-Bad)	6. a. Fair b. Good c. Bad
7. List <u>risks</u> associated with each outcome.	7. a. Peer rejection, effect availability for work, etc. b. May not pass class, may lose car. c. Peer rejection, parental disappointment, future unemployment.
8. <u>Rank</u> each alternative	8. a. 2 b. 1 c. 3

DECISION-MAKING WORKSHEET

Know What You Want Find Out How to Get It Figure Your Chances

1. State decision to be made _____

2. List pertinent information _____

3. List Alternatives	4. List Possible Outcomes	Probability of Outcome	Desirability of Outcome (Fair-Good-Bad)	Risks Involved	Rank Each Alternative

DECISION-MAKING
Activity # 2
Page 3 of 3

DESCRIPTIVE ACTIVITY TITLE: Risk Taking

GRADE LEVEL: X JH
X HS
X PHS

ADAPTABLE TO:

___FA	___Sci.
___LA	___SS
___M	___V
___PE	X All

GROUP SIZE: Any

TIME REQUIRED: 1-1/2 hours

GOALS: To learn four risk taking strategies.

To demonstrate the important of the individual's willingness to take risks in the outcomes of the decision-making process.

MATERIALS REQUIRED

Blackboard

Supplement

PHYSICAL SETTING

Any

PROCESS:

1. Teacher will outline the four risk taking strategies on the blackboard
2. Discuss each strategy using examples.
3. Have students read Alice's case study
4. Have students complete the strategies grid. The completed grid is shown with responses in parenthesis.

RISK-TAKING STRATEGIES[1]

(Probabilities of Success Vs. Desirability of Outcomes)

Decision-Making Strategies: A strategy is a plan of action; strategy is sometimes called the science of planning. A decision-making strategy is the putting together of all the steps into a choice; it is the culminating act of the decision maker. The four most common risk-taking strategies are as follows:

1. Wish - Choose the alternative that will lead to the most desirable outcome and ignore the probabilities of success.
2. Escape - Avoid the alternative (or alternatives) that would result in the worst outcome.
3. Safe - Choose the alternative that is most likely to bring the highest probability of success. Ignore the desirability of outcome.
4. Combination - Choose the alternative that results in the best compromise between the probabilities of success and desirability of outcomes.

Alice's Dilemma: (A case study) Alice is now in her senior year in high school and is choosing a college for next year. She has been a good student and qualifies for admission to the prestige university in a neighboring community as well as for admission to the state university system and any of the state colleges. All high school graduates are eligible to attend her local community college.

Although her qualifications for the prestige university are minimal, she has been offered a scholarship there because she is a member of a minority race. Alice has applied to and been accepted at four colleges: Prestige University, State University, State College, and Community College.

She knows her decision is an important one and she must choose from four very clear alternatives. She wants very much to get a college degree, and her greatest dream is to graduate from a prestigious college. This would make her family very happy and would make her feel very successful. What Alice dreads most of all is to drop out or to fail at college. She would feel humiliated by this.

She has information on her ability and her past performance, and she has looked at tables that helped her estimate her probabilities of academic success at each of the four alternatives. Her greatest chance for success in her major field of social science is at the State College, and the Community College runs a close second. The State University is a more distant third, and Prestige University ranks fourth with a high degree of risk. Now then, how does Alice decide how to choose?

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1. Gelatt, Vorenhorst, Corey and Miller, Decisions and Outcomes, College Entrance Examination Board, N.Y., 1973.

Comments:

Wish: It is possible, of course, for Alice to reach her most valued objective (graduation from a prestige university) by first attending another college and transferring. Although this alternative route may be obvious to most students, it does illustrate that in other decisions there MAY be alternative routes to valued objectives of which they are not aware. Also, Alice could enroll in the prestige university knowing that if she did not do well, academically, she could transfer to a less demanding college; thus, if her original goal turned out to be unattainable, she might be able to replace it later with an alternative goal. The class could discuss the issue of unattained goals.

Escape: To eliminate the possibility of an outcome is quite different from minimizing it. Alice's example could illustrate the fact that many times people completely avoid certain opportunities because the fear of failure is so great. This might be called a fail-safe strategy. Strategy is further complicated when it is realized that probability and desirability are often inversely related. That is--people sometimes value something more when it is harder to get, or less likely to happen, or "risky."

Low probability = high desirability
High probability = low desirability

Can you see how emotions or nonrational thinking affects decision-making? The emotions, or feeling, or other personal factors play an important part in values and in strategy, but each person should be careful that they do not interfere with his rational interpretation of information and estimates of probabilities.

Safe: Fear of failure often leads individuals to apply this strategy in the decision-making process. Personal desire for an outcome becomes secondary to the need to succeed.

Combination: The entire decision-making process is reviewed in the application of this strategy. The added requirement of this strategy--and the step most neglected and most difficult--is the ranking of personal values. (See Activity #1).

Applying the Four Strategies:

Alternative	Rank Probability of Success	Rank Desirability of Outcome	Strategy Employed
Prestige University	(4)	(1)	(Wish)
State University	(3)	(2)	(Escape)
State College	(1)	(4)	(Safe)
Community College	(2)	(3)	(Combination)

DESCRIPTIVE ACTIVITY TITLE: Information Gathering

GRADE LEVEL: ___JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Small

TIME REQUIRED: 1 period

GOALS: To show that as you gain additional bits of information, you may change your decision.

MATERIALS REQUIRED:

Decision Sheet enclosed
7-Step Decision-making set (4 pages)
List of actual jobs (Instructor uses 1 page).

PHYSICAL SETTING

Classroom

PROCESS:

Situation: The Decision Sheet (page 4 of 5) has a list of jobs that might interest you. You must make seven separate decisions about these jobs--each one after receiving additional information about them. Use the Decision Sheet enclosed for your rankings, and follow the stpes one at a time!

STEP 1:

Look over the jobs listed. Discuss briefly within your group what the job might be. Then, individually, with no more information, rank the jobs from 1 to 10 as least to most interesting to you. Use column #1.

STEP 2:

Now, here is a bit of information about each job. Re-rank the jobs in column #2.

1. bobilator--Personal Service
2. gastronomist--Hospitality and Recreation
3. extricator--Health
4. arbologist--Agribusiness and Natural Resources
5. husher--Public Service
6. wrencher--Construction
7. knowleologist--Public Service
8. tackalotter--Construction
9. fixer--Manufacturing
10. haulassister--Transportation

STEP 3:

How important is money? Here is the salary range for each job. Re-rank them in column #3, considering both the kind of work and the pay. Does your ranking change much?

1. bobilator: $6,500--$13,000
2. gastronomist: $6,000--$20,000
3. extricator: $15,000--$30,000
4. arbologist: $8,000--$20,000
5. husher: $5,500--$10,000

6. wrencher: $12,000--$18,000
7. knowleologist: $8,000--$18,500
8. tackalotter: $12,000--$17,000
9. fixer: $10,000--$14,000
10. haulassitter: $8,000--$18,000

STEP 4:

Will you be able to find a job if you train for it? Here is the occupational outlook for each job. Re-rank them if you choose, considering the work, the pay and the outlook.

1. bobilator--fair
2. gastronomist--good
3. extricator--excellent
4. arbologist--fair
5. husher--excellent
6. wrencher--good
7. knowleologist--fair
8. tackalotter--good
9. fixer--excellent
10. haulassitter--good

STEP 5:

How much training do you wish to go through? Are you willing to attend school for years or can you get what you want with on-the-job training?

Here are the training requirements for these jobs. Re-rank the jobs as necessary, considering the work, the pay, the outlook and the training required.

1. bobilator: apprentice program/special school--1 year
2. gastronomist: apprentice/special school, on-the-job--2 years
3. extricator: College--6-8 years
4. arbologist: college--4 years
5. husher: college or on-the-job training--2 years
6. wrencher: apprentice--5 years
7. knowleologist: college--5 years
8. tackalotter: apprentice--4 years
9. fixer: apprentice or on-the-job training--2 years
10. haulassitter: on-the-job training--none.

STEP 6:

What are the working conditions? Consider each as listed, then re-rank them using all the previous information.

1. bobilator--indoors, standing, regular hours, can be independent
2. gastronomist--indoors, standing, heat, creative, may be independent, odd hours
3. extricator--indoors, close people contact, regular hours
4. arbologist--outdoors, often work alone, physical, hours vary
5. husher--indoors, regular hours, repetitive, quiet
6. wrencher--outdoors or indoors, physical, heavy, dirty, can be independent, regular hours
7. knowleologist--indoors, work with many people, regular hours

Step 6 (Continued)

8. tackalotter--indoors, outdoors, physical and heavy, can be independent, hours vary.
9. fixer--indoors, repetitive often, regular hours
10. haulassitter--outdoors, long hours, sitting

STEP 7:

From the information you have, discuss what these jobs might actually be. List your conclusions in column #7.

When you have completed this task, ask the facilitator for the list of actual jobs.

Decision Sheet

JOB TITLE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
1. bobilator							
2. gastronomist							
3. extricator							
4. arbologist							
5. husher							
6. wrencher							
7. knowleologist							
8. tackalotter							
9. fixer							
10. haulassitter							

Instructor Use Only

The Actual Jobs

1. barber
2. chef - cook
3. dentist
4. forester
5. library aide
6. plumber
7. teacher
8. carpenter
9. appliance repairperson
10. truck driver

DECISION-MAKING
Activity # 5
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: Using Community Information for Decision-Making Purposes

GRADE LEVEL: X JH
HS
PHS

ADAPTABLE TO:
FA Sci.
X LA X SS
M X V
PE

GROUP SIZE: Any

TIME REQUIRED: 1 week

GOALS: Through a group decision process, students will select the type of business ownership for a manufacturing activity.

MATERIALS REQUIRED
Paper & pencil

PHYSICAL SETTING
Community
Classroom

PROCESS:

1. The instructor will assume the role of a business consultant and the students assume the responsibility of developing a business and determine the type of ownership, product to manufacture, and extent of the business operation.
2. To develop a background and understanding of different types of business ownership each student will select a type of business and report their findings to the class.
3. Assignment: Students will have one week to gather all the following information and answer these questions:

Task 1: Your "Adopted" Business

1. Name of your adopted business _____
2. Location _____
3. Who do you know at the business? _____
4. Tell why you choose this business _____
5. What type of ownership does your business have? _____
6. Briefly, tell what you know about the business _____
7. What are the advantages and disadvantages of your business type of ownership?

_____

4. On completion of the first task the class will compile their individual information and:

A. List types of ownership and the advantages and disadvantages of each.
   1. Sole ownership
   2. Partnership
   3. Corporation
   4. Cooperative

B. Examine the compiled information and make a class survey to determine which type of business ownership is the most probable.

DECISION-MAKING
Activity # 6
Page 1 of 3

DESCRIPTIVE ACTIVITY TITLE: Data Input

GRADE LEVEL: ___JH
__X__HS
___PHS

GOALS: Students will recognize the effect of data on decision-making

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

MATERIALS REQUIRED

New Truck Information Sheet
New Truck Decision-Making Sheet

PHYSICAL SETTING

Any

GROUP SIZE: 6

TIME REQUIRED: 45 minutes

PROCESS:

1. Divide the students into groups of six. Choose a foreman (Walt Marshall). Give the other members of the group a sheet with the name and work history of the person he is to role play (Page 2 of 3).
2. Allot three minutes for each to become acquainted with his role.
3. The foreman, Walt Marshall, will present the problem for discussion to the group. After 15 minutes (time period is adjustable), have each member fill out the work sheet (Page 3 of 3), listing the alternatives, the reasons, and the expected outcomes, if another driver receives the truck.
4. Discuss the variety of data involved in making decisions.
5. Have each member circle the name of the person who should receive the new truck. Hand this to the foreman who will announce.

New Truck Information Sheet

Walt Marshall, Foreman: You are the foreman of a crew of repair men, each of whom drives a small service truck. Every so often you get a new truck to exchange for an old one, and you have the problem of deciding which of your men should receive the new truck. Often there are hard feelings because each man seems to feel he is entitled to the new truck. As a matter of fact, it usually turns out that whatever you decide, most of the men consider it wrong. You now have to face the same issue again because a new truck has just been allocated to you. The new truck is a Chevrolet.

Here are some facts about the trucks and the men in the crew that report to Walt Marshall, the foreman.

George	17 years with the company,	has a 2-year old Ford truck
Bill	11 years with the company,	has a 5-year old Dodge truck
John	10 years with the company,	has a 4-year old Ford truck
Charlie	5 years with the company,	has a 3-year old Ford truck
Hank	3 years with the company,	has a 5-year old Chevrolet truck.

Most of the men do all of their driving in the city, but John ahd Charlie cover the jobs in the suburbs.

You have decided to put the decision to the men themselves. You will tell them about the new truck and let them decide the most fair way to assign the truck. Don't take a position yourself because you want to do what the men think is most fair.

George: When a new Chevrolet truck becomes available, you think you should get it because you have most seniority and don't like your present truck. Your own car is a Chevrolet, and you prefer a Chevrolet truck such as you drove before you got the Ford.

Bill: You feel you deserve a new truck and it certainly is your turn. Your present truck is old, and since the more senior man has a fairly new truck, you should get the next one. You have taken excellent care of your present Dodge and have kept it looking like new. A man deserves to be rewarded if he treats a company truck like his own.

John: You have to do more driving than most of the other men because you work in the suburbs. You have a fairly old truck and you feel you should have the new one because you do so much driving.

Charlie: The heater in your present truck is inadequate. Since Hank backed into the door of your truck, it has never been repaired to fit right. The door lets in too much cold air, and you attribute your frequent colds to this. You want to have a warm truck since you have a good deal of driving to do. As long as it has good tires, brakes, and is comfortable, you don't care about its make.

Hank: You have the poorest truck in the crew. It is five years old, and before you got it, it had been in a bad wreck. It has never been good, and you've put up with it for three years. It's about time you got a good truck to drive, and it seems only far that the next one should be yours. You have a good accident record. The only accident you had was when you sprung the door of Charlie's truck when he opened it as you backed out of the garage. You hope the new truck is a Ford since you prefer to drive one.

New Truck Decision-Making Sheet

ALTERNATIVES	DATA (REASONS)	EXPECTED OUTCOMES IF ANOTHER DRIVER RECEIVES TRUCK

20

DECISION-MAKING
Activity # 6
Page 3 of 3

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DESCRIPTIVE ACTIVITY TITLE: Group Consensus Through the Decision-Making Process

GRADE LEVEL: ___ JH, X HS, X PHS

ADAPTABLE TO:

___ FA	___ Sci.
X LA	X SS
___ M	X V
___ PE	X Any

GROUP SIZE: 5

TIME REQUIRED: 1 hour

GOALS: Students will understand how decisions change when group consensus is required

MATERIALS REQUIRED

Opportunity Statement

Score Sheet

PHYSICAL SETTING

Any

PROCESS:

1. Divide into groups of five. Have each group select a negotiator.
2. Read the "Opportunity Statement" that follows (Page 2 of 4).
3. Give each group a position to support as to the promotion of the employees.
4. Negotiators will meet in a small group at the center of the whole group.
   a. After negotiations begin, any employee can ask for a recess of two minutes to meet with his group to develop additional arguments to sustain his position. Each employee is allowed only two recesses.
   b. A time limit of 20 minutes will be set. If negotiations are not complete, an impasse will be called and the decision will go into arbitration.
   c. Time will be kept and scores tallied on how long it takes to reach agreement and how many are for and against the decision.
   d. Scoring: 60 points for each employee in agreement
      Time: Minus 10 points for each minute of negotiation
      (See attached score sheet, Page 4 of 4).
5. Recess will be called after 8 minutes to insert one new variable of information.
6. If you desire to arbitrate the issue, it can be done by selecting an arbitration board, by having each employee present his case, and then by having the board decide who should be promoted by a majority vote. If a majority cannot be reached through arbitration, the problem reverts back to the company for a decision.

OPPORTUNITY STATEMENT

You are all part of a rapidly growing company in the Northwest. Every so often, a position will open due to a retirement. The company is a good place to work because of its very low turnover of personnel and because it promotes from within instead of hiring outside.

The problem for the management is to decide who should be promoted. Often, there are hard feelings as each person sees himself to be as qualified as the others. As a matter of fact, whatever management decides is considered to be not completely fair. The company has decided to let the five candidates from the various departments negotiate for themselves.

The advantages of the new position are increased pay (from $12,000 to $20,000 per year), a new office, more prestige, and more flexibility and freedom of work time.

Here are the backgrounds of each of the five candidates (for best results, give the background on only one candidate to each group):

Bill

You feel it is certainly your turn for the promotion. You are second to the senior person in the company, having been with them for 23 years. You have worked hard for this promotion by attending many training sessions to update your skills. A person deserves to be rewarded if he/she works hard for a company.

Jane

You feel that you should receive the promotion because you are a hard worker and have one of the top records of production. You also need to get the pay raise because your son had a serious accident, resulting in some large bills.

George

You feel that you should receive the promotion because you have the most seniority. Your production record is modest yet quite acceptable. You feel that you have given considerably to the company down through the years.

Hank

You hope to get the promotion even though you have been with the company only five years. You were brought into the company with outstanding credentials. Friends have always considered you as a person who would easily get to the top. You and your wife have talked about the many opportunities this position could provide.

Charlie

You have been with the company for 15 years, plus you are the son-in-law of the president. You were disappointed that your father-in-law is not making the decision as you are sure that he looks favorably in you. You really want this position.

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SCORE SHEET

AREAS OF SCORING	GROUPS									
	1	2	3	4	5	6	7	8	9	10
Agreement: 60 points for each employee in agreement										
Time: Minus 10 points for each minute of negotiations										
Total Points										
Placing										

DECISION-MAKING
Activity # 7
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